

All Means All – Helping All Students Achieve Graduation Success

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Who we are.....

- Toniann Jeffery –ILLP Site Specialist, Transition Instructor, and ELD teacher at Agua Fria High School.
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- Eugenio Vazquez – Former ELL/Migrant Director for AFHSD, now site AP and Athletic Director

Overview of Session

- Targeted/Identified Needs of Students
 - Attendance
 - Engagement
 - Parental Involvement
 - Remediation

ALL MEANS ALL – the next level

- To offer quality education to all students at our school.
- To make every informed decision thinking first of what is in the best interest of the student.
- To have ALL personnel accountable to ALL students.
- Not an individual, departmental, nor program project-a school initiative where everyone has valuable influence and accountability to our students' success.

School Demographics

- 2010/11 – 1562 students
 - 356 Seniors
- 2008/09 –
 - 4 year graduation rate = 76%
 - 5 year graduation rate = 78%
- 2009/10
 - 4 year graduation rate = 80%
 - 5 year graduation rate = 85%

School Demographics

- Attendance rates
 - 2008/9 - 97.7%
 - 2009/10 - 88.1%

Solution-based thinking

Broken Escalator [\[www.keepvid.com\]](http://www.keepvid.com).mp4

ILLP Procedure at AFHS

- What is an ILLP?
 - An ILLP is an Individual Language Learner Plan designed to help an ELL student have success in the mainstream classroom.
 - The ILLP is necessary at the high school level (when appropriate) to ensure students have ample opportunities to take required core classes for graduation.

ILLPs

- At AFHS, ELL students who are identified as Intermediate in their proficiency levels are placed on an ILLP.
- We have incorporated a team approach with the ILLP Specialist, the mainstream classroom teacher, the guidance counselor, and the student.

ILLPs

- The ILLP specialist is a highly qualified, ESL endorsed teacher who is assigned this additional duty.
- The ILLP specialist is responsible for maintaining the ILLP, doing classroom observations, providing assistance to the mainstream classroom teacher, meeting with the student, and maintaining student records associated with the ILLP.

ILLPs

- The ILLP form is prepared listing the areas the student must get assistance in (i.e., reading, writing and/or listening and speaking)
- Mainstream teachers meet with ILLP specialist to sign the form and make sure they understand what area they need to focus on with the student.

ILLPs

- Mainstream teachers focus on the identified areas in the ILLP that are to be covered in that class.
- See samples of ILLP

EAR Protocol

- Agua Fria's focus is to engage students in classroom learning and increase classroom rigor.
- Measuring What Matters by Institute for Research and Reform in Education (IRRE)
- Protocol to Measure Engagement, Alignment and Rigor (EAR) (Non-evaluative tool)

EAR Protocol

- The EAR protocol assists educators in college data regarding student classroom engagement, curriculum alignment to course standards, and observed classroom rigor.
- Twenty minute observations conducted per classroom visit.

EAR Protocol

- Department Chairs and Teachers conduct one visit per week
- Counselors conduct one visit per week
- Administrators conduct four visits per week.
- $1 + 1 + 4 = 4$ visits per week
 - A lot of measured classroom observations per semester.

EAR Protocol

- Gathered information is reviewed and considered in professional development.
- Triangulated with other data sets such as AIMS, AZELLA, and End of Course Assessments.

District-wide Attendance Policy

- This year, the AFHSD implemented a new attendance policy.
- The purpose of this policy is to improve student attendance, student performance, graduation rates, and to decrease other discipline problems.

District-wide Attendance Policy

- At 10 absences a student will be denied credit, pending an appeal process.
- Absences that count towards this number are excused and unexcused absences
- Absences that do not count towards this number include school business, such as field trips, sport trips, suspensions, etc.

District-wide Attendance Policy

- Parents will be notified by a letter home when a student has reached 5 absences.
- At 8 absences, a phone call home will be made by an administrator warning the parent/guardian of the potential loss of credit.
- At 10 absences, the student will be provided with an appeals process packet and will be given a plan for maintaining credit.

District-wide Attendance Policy

- Credit Appeal Process
 - At absence 10, student and parent will meet with administration and be provided steps that need to be taken to receive credit
 - Contingent upon student passing class
 - Contingent upon student meeting terms of process
 - Student meeting will be held at the initiation of the process, when possible with parents, to discuss appeal requirements.

District-wide Attendance Policy

- Appeals Hearing Committee
 - Assistant Principals from each campus will make up the Appeals Hearing Committee.
 - Committee members are not from AFHS to help keep it impartial

District-wide Attendance Policy

- Students were provided the Attendance Procedure in their handbooks at the beginning of the year.
- Administration met with all grade levels at the start of the year to review process.
- Parents were sent a letter outlining the process at the start of the year.

Remediation

- A+
- Tutoring
- Mentoring
- College Readiness

A+ Program/Transition Class

- The A+ Program is an internet-based program which affords the student an opportunity to capture lost credits. At AFHS, it is called a Transition Class.
- Students are identified by Guidance Counselors when they are short necessary credits for graduation.
- Guidance Counselors are provided with a list of available classes for students (handout attached).

Transition Class

- Transition teacher collaborates with Guidance Counselors to assure student success.
- Students are given classes which must be completed with at least an 80% for mastery.
- Students are assigned the Transition class in place of another class.
- There is no class credit earned for the Transition class, however, students can earn as many credits as they can complete in a semester.

Transition Class

- Students can complete course work not only during their scheduled class, but also before school, during lunch, and after school.
- The Transition teacher works closely with each student to encourage their completion of courses.
- The Transition teacher keeps the Counselors appraised via daily communications of student progress.

Transition Class

- Fall 2010 – 54 credits completed by 20 students
- Spring 2010 - 89 credits completed by 43 students (as of 4/30/11)
- A+ website – www.thelearningsystemonline.com

Tutoring

- 10th grade AIMS tutoring
 - Contracts with students and parents
 - Centralized tutoring location
- Subject tutoring
 - By departments
 - 3 times a week after school
 - Afterschool bus offered
- ACT Tutoring
 - 7 Weekends, 4 hour sessions
 - Study groups, pre/post tests, lesson plans, etc.
 - Average attendance per day was 75-100

Mentoring

- Advisories
 - Grade specific
 - Collaboration with guidance department and teachers
 - Focus of advisories
 - College readiness
 - Lesson plans linked to grade level needs
- Individual mentoring
 - Home school liaison, counselors, teachers
 - Specialized advisory
 - One-on-one check in with students
- Link Crew and Ambassadors,
 - Student support for student

Communication/Parent Involvement

- Dream Academy
- Teacher participation with communication
- Monitoring and Resources - guidance

Dream Academy

- Promoting parent to get involved
- Empowering parents in navigating the school system.
 - Supporting child's education at home
 - Communicating with teachers
 - Learning school system functions
 - Steps to take to have their child ready for college.
- 9 week program – Partnership with ASU

Communication

- Teachers communicating with parents every 4 weeks if student has a D or an F.
- Available for parent –teacher meetings when requested.
- Home school liaison – home visits when needed
- ParentVue – allows parents to check student records (grades, attendance, etc.).
- StudentVue – allows students to check their own records.

Monitoring and Resources

- Guidance and Admin
 - College ready support
 - PLAN for all 10th graders
 - ACT for all 11th graders – district history on April 9th!
 - Lessons throughout the year in English classes – ECAP
 - FAFSA workshops for parents
 - Monthly guidance Newsletter
- Monitoring
 - Parent contact with grades
 - Senior contracts
 - Certified letters
 - Teachers giving guidance dept updated grades for at risk seniors on a weekly basis – last 2 months of each semester

Upcoming school initiatives to continue working from good and towards great

- Grow our pilot athletic tutoring program afterschool.
- Focus in on our advisories even more in regards to individual needs
- Create our own parent academy to offer to parents throughout the year.
- Expand on the ACT workshops
- Returning to mailing progress report/report cards every four weeks.

- Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline.
 - Jim Collins

Thank you!!!

- For further information
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